



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **July 1, 2019 – August 31, 2020**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **San Antonio ISD (SAISD)** CDN **015907** Vendor ID **746002167** ESC **20** DUNS **069451631**
Address **141 Lavaca St.** City **San Antonio** ZIP **78210** Phone **210-554-2206**
Primary Contact **Brian Sparks** Email **bsparks1@saisd.net** Phone **210-738-9770**
Secondary Contact **John Strelchun** Email **jstrelchun@saisd.net** Phone **210-554-2535**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Pedro Martinez** Title **Superintendent of Schools**

Email **pmartinez1@saisd.net** Phone **210-554-2280**

Signature  Date **04/18/2019**

Grant Writer Name **Hannah Sullivan** Signature  Date **04/18/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In School Year (SY) 2018-19, Bowden Academy scored low on TEA's accountability rating for academic achievement (30%), student success (25%), & STAAR/EOC performance (35%) for an overall rating of a C. For a B or higher, student performance must improve.	In partnership with the School Innovation Collaborative (SIC), Bowden will replicate an educational model focused on project-based (PBL) learning, literacy, and a "College Going" culture through professional development (from the Buck Institute), extra-duty pay (student tutoring), extracurricular enrichment supplies, PBL supplies, technology updates, plus college decor and paraphernalia.
From SY 2015-16 to SY 2017-18, Bowden Academy's number of discipline incidents increased by 41%. In SY 2018-19, over 60% of nearly 400 incidents occurred in middle school grades.	Bowden will provide teacher professional development (from Yale Center for Emotional Intelligence) and RULER curriculum as well as CHAMPS structure setting (i.e. Conversation, Help, Activity, Movement, Participation, Special Instruction) to foster students' social and emotional learning (SEL) student skills.
In 2018, Bowden students scored 22% behind the state in STAAR Reading "Meets" and 11% behind the state in STAAR Reading "Masters." In SY 2017-18, no Bowden content area scored above 30% in "Meets" or "Masters."	In partnership with SIC, Bowden will provide teacher professional development, library enhancements, as well as supporting resources to ensure consistent and integrated best-practices literacy and AVID programming to support those most struggling learners while challenging high achievers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31 2020, Artemisia Bowden Academy will: 65% of student will achieve "Approaches Grade Level" or higher on STAAR Reading; 35% of students will achieve "Meets Grade Level" or higher on STAAR Reading; 30% of students will achieve "Meets Grade Level" or higher on STAAR Writing; 100% of classrooms will implement two (2) project-based learning units in alignment to the Buck Institute for Education's (BIE) Project Design Rubric; and reduce the number of discipline incidents by 10%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Bowden Academy will complete the following within the first grant quarter: Objective 1.1. Begin training teachers in reading and writing workshop model in Professional Learning Communities (PLC) and faculty meetings; Objective 1.2. Begin training teachers in independent reading, guided reading, and writer's workshop framework in PLCs and faculty meetings; Objective 1.3. Begin purchasing diverse, engaging bilingual literature to ensure each classroom has access to a minimum of 1,000 titles; Objective 1.4. Begin collecting teacher self-assessments, observation data, and standardized test projection data to assess fidelity; Objective 1.5. Train teachers to design and teach interdisciplinary Project-based Learning (PBL) units in a 3-day PBL summer workshop facilitated by the Buck Institute; Objective 1.6. Train teachers on the components of an Advancement Via Individual Determination (AVID) in a 3-day summer workshop; Objective 1.7. Begin implementing a "College Going" campus culture; and Objective 1.8. Train teachers on SEL in a 2-day summer RULER training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Bowden Academy will complete the following within the second grant quarter:

Objective 2.1. Train teachers in Readers' and Writers' workshop model in PLCs; Objective 2.2. Differentiate teacher coaching supports in the Readers' and Writers' workshop model through out the school year; Objective 2.3. Continue collecting teacher self-assessments, observation data, and standardized test projection data to assess fidelity and quality of instruction; Objective 2.4. Design and implement two interdisciplinary PBL units, in alignment with Buck Institute (BIE) during SY19-20; Objective 2.5. Sustain PBL via support and coaching visits from BIE staff to observe teaching units and refine instruction as needed; Objective 2.6. Offer AVID as an elective to all 6th-8th grade students; Objective 2.7. Continue fostering a "College Going" campus culture; and Objective 2.8. Implement SEL curriculum with RULER and CHAMPS tools.

Third-Quarter Benchmark

Bowden Academy will complete the following within the third grant quarter:

Objective 3.1. Train teachers in Readers' and Writers' workshop model in PLCs; Objective 3.2. Differentiate teacher coaching supports in the Readers' and Writers' workshop model through out the school year; Objective 3.3. Continue collecting teacher self-assessments, observation data, and standardized test projection data to assess fidelity and quality of instruction; Objective 3.4. Design and implement two interdisciplinary PBL units, in alignment with Buck Institute (BIE) during SY19-20; Objective 3.5. Sustain PBL via support and coaching visits from BIE staff to observe teaching units and refine instruction as needed; Objective 3.6. Offer AVID as an elective to all 6th-8th grade students; Objective 3.7. Continue fostering a "College Going" campus culture; and Objective 3.8. Implement SEL curriculum with RULER and CHAMPS tools.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

As a data-driven campus, Bowden's system is built on checks and balances to ensure all students are progressing throughout the year. Campus trends are identified by the Campus-based Leadership Team (CLT), the Administrative Team, and through Professional Learning Communities (PLCs). The campus Administrative Team consists of the Network Principal, Associate Principal, Assistant Principal, Instructional Coach, and Senior Coordinator of Operations. Weekly Administrative Team meetings evaluate student growth and proficiency on various campus metrics and teacher/student data trends to generate actions plans to support identified needs and further develop a network of support, such as professional development, teacher coaching/mentoring, and allocating resources accordingly. The plans also identify how to strengthen the instructional core; planning, implementing, and measuring fidelity and success of tutoring; and identifying how experienced teachers can support other teachers or students. To achieve Bowden's pillars of success, the campus will use STAAR performance and growth, Measures of Academic Progress (MAP) performance and growth, Teacher-created assessments, BIE Rubric, the Devereux Student Strengths Assessment (DESSA), student attendance, and student behavioral incidents. Student interventions are documented on Branching Minds. Bowden's CLT meets each summer to review prior year's performance and set annual goals. The CLT includes administrators, teachers, paraprofessionals, Bowden family members, Bowden community members, a District representative, and Bowden students. Throughout the year, the Bowden CLT meets monthly to check on goal progress. Also, Bowden's PLCs meet weekly to engage in data analysis, planning, reflection, and professional development. These PLCs take what has been discussed at CLT and focus on content, grade level, class, and student-specific data. PLCs formally look at Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) data and as these formative assessment data points are collected, PLCs meet, discuss, and plan in between. Bowden's early dismissal schedule allows for teachers to meet in vertical, cross-grade level and content team areas for effective planning in PBL units and more. Data protocol are used, as needed, to provide structure and focus to conversations. Data reviewed is uploaded and available on trackers, viewable by all campus staff, to ensure no student is struggling without intervention. This tracked data identifies special populations of students, such as At-Risk learner, English Language Learner, Special Education, Dyslexia, prior year STAAR failing students, and students in need of DESSA improvements.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - annually publish its authorizer policies;
 - submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Bowden Academy will operate as a Senate Bill (SB)1882-based in-district charter, managed by the School Innovation Collaborative (SIC), a Texas Not-For-Profit Corporation, under the San Antonio Independent School District (SAISD) Board of Trustees. A Management Agreement formalized the relationship between SAISD as an in-district school authorizer and SIC as a school operator for Bowden in collaboration with the campus-based leadership team. Under the Management Agreement, SIC's responsibilities include, but are not limited to: ensuring students receive a complete educational program; assuming responsibility for the educational, management, and operational processes subject to transparent accountability requirements; devoting necessary time and effort to meet educational goals; successfully meeting and maintaining the Performance Contract objectives set in the Management Agreement governed by the District's charter policy.

SAISD's core responsibilities will include: providing SIC the same opportunities, support, and services provided to any other charter located in the District; remaining the contracting entity and school food authority; retaining and allocating sufficient personnel to meet educational goals; providing disciplinary alternative education programs; providing related services for special education, Section 504, dyslexia, and other disabilities; providing technology infrastructure and maintenance services and software licenses; monitoring and regulating charter school accountability procedures.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The Superintendent or designee will monitor, evaluate, and publish charter school performance annually and present a summary of charter school performance to the Board during a scheduled meeting. On a 3- to 5-year cycle, the Board will review whether all the in-district charters have met the expectations set forth in their performance contract and shall renew, revoke, or place on probation all charters, in accordance with Applicable Law. As a Senate Bill 1882 partner, SIC will adhere to the Management Agreement, including the Performance Contract, audit provisions, and District/partner collaboration requirements. SAISD shall have final authority on the development of all performance contracts for SIC. SAISD may terminate the Agreement prior to expiration if two or more SIC schools: fail to meet generally accepted accounting standards for fiscal management, following written notice and 60-day opportunity to cure; fail to meet the metrics set forth in performance contracts after a 3 or 5 year review; or, after the 2nd school year in operation, are: rated as "IR" or fail to meet state accountability or are bottom 5% in comparison to all SAISD campuses. See attached SAISD In-District Charter Policy.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

In accordance with Applicable Law, SIC and the Campus-based Leadership Team will have autonomy to run all aspects of Bowden Academy in accordance to federal, state, local law, and the Management Agreement and campus charter. The Bowden charter and Management Agreement ensures that SIC and its Campus-based Leadership Team will have core autonomies over the use of talent, time, and resources. For example, the SIC and the Bowden Campus-based Leadership Team will have sole discretion concerning the mission, vision, and core values of the school; have authority over strategic planning decisions (i.e. grade configuration, calendars, staffing structures and model, budgeting); autonomies over implementing academic programs and strategies (i.e. curriculum, assessments, length and design of school day, course offerings, discipline programs, summer school); opt out of District professional development mandates; and deploying parent/family engagement strategies. See attached District In-District Charter Policy for a summary of autonomy waivers, In-District Campus Charter Application, and SIC Management Agreement.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

The in-district charter committee developed deliberate structures to engage and collect input from Bowden families, students, and staff through sessions that identify areas of celebration as well as areas in need of refinement. Bowden's Campus-based Leadership Team (CLT) analyzes campus data through administrative team meetings, professional learning communities (PLC) comprised of all campus teachers, and with parents and family at Principal Coffee events as well as through data distribution to the broader Bowden community. In each phase of the planning of the proposed charter, information from stakeholders (i.e. parents, families, students, staff, and community members) was carefully collected, synthesized by the in-district charter committee, and then shared back with all stakeholders. This measured process of soliciting information, collecting data, identifying trends, and then sharing findings enables the Bowden community to move towards consensus concerning key challenges facing the campus and community. To engage the community, Bowden Academy will offer parent informational sessions around PBL and SEL curriculum; ensure a student, parent, and community member serve on the CLT; invite community experts to share knowledge with students; and share out invitations to students' public project presentations. Finally, a spring end-of-year survey will be shared to assess the community's satisfaction with the school and its culture. Survey results will drive further implementation and operations.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

To open and prepare for the operation of the proposed high-quality charter school, requested funds will support: Professional Development; Literacy Training & Resources; PBL Training & Resources; AVID Training; SEL Training & Resources; Supplemental Supplies & Materials; and Technology Updates.

- Professional Development - Bowden staff will be trained and campus leadership will conduct site visits as well as attend conferences in best practices which will be sustained locally;
- Literacy Training & Resources - The literacy program success will determine the school's long-term success as a school and will be sustained through SB 1882, Title I, and local funds;
- PBL Training & Resources - Teachers will need high-quality, sustained training as well as additional materials to implement PBL curriculum and will be sustained through SB 1882 and local funds;
- AVID Training - Teacher training will allow older students to take this engaging elective that prepares them for academic excellence and will be sustained through SB 1882 and Title I funds;
- SEL Training & Resources - Teachers require support in understanding and implementing the essential social-emotional learning program and will be sustained through Title I and local funds;
- Supplemental Supplies & Materials - Students require additional enrichment and intervention materials that support their core academic classes and will be sustained through SB 1882, Title I, and local funds; and
- Technology Updates - Essential technology updates will allow students improved accessibility to online instructional and enrichment resources and will be sustained through SB 1882 and local funds.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

SIC & Bowden staff, in consultation with SAISD, shall have full autonomy of parent engagement/communication and community partnerships. SAISD will include SIC schools' information on student recruitment or enrollment marketing; invite SIC schools to student recruitment events. SIC & Bowden will design and implement family engagement initiatives to involve families in the life of the school. It is the mission of Bowden Academy to work in partnership with parents, families, staff, and community stakeholders to cultivate the social, emotional, and academic skills needed to connect our students' learning to their future. To foster strong relationships between teachers and families, Bowden will host a Meet-the-Teacher event before the first day of school and a Back-to-School Night in the first month of school; ensure 2 early-release days are calendared in the Fall and Spring for teachers to hold family conferences focusing on goal-setting for each child; and build-in early dismissal time on Fridays for ongoing family-teacher conferences. To communicate school news and updates, Bowden will send out weekly school newsletters and ensure teachers utilize online teacher-parent communication software. In the spring of 2020, we will conduct a focus group to learn more about how families experience school communication. Data gathered will be share and inform Bowden's communication plan as well as the campus improvement plan. See pages 17-18 and 32-37 on the attached Bowden Academy In-District Charter Application.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

All students, including subgroups, attending all SAISD in-district charter schools like Bowden will receive transportation. The SAISD Transportation Department operates its own fleet of buses that fulfills students' transportation needs throughout the city, including daily student pick up and drop off and special occasion events such as field trips or graduation ceremonies. The routing of school buses and assigned stops for students follows Texas Education Agency guidelines and is subject to Board approval of school attendance zones and budgets, as well as Superintendent directed school feeder patterns.

Routes are designed so that students arrive at the school at least 15 minutes prior to the first bell, allowing them time to participate with the district-provided breakfast program. Drop-off times are approximated so students return to the designated stop 20-60 minutes after the final bell, pending traffic. Routes and pick up and drop off times are provided to all parents at least two weeks prior to the start of the school year. Parents are required to annually share their transportation plans with the school and Transportation Department so students can be accounted for at all times. The budget for in-district charter school transportation is part of the overall district Transportation Services budget.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

To ensure successful implementation of the charter, the school requested local waivers pertaining to use of talent, time, resources, and academic programming. As such, the charter was granted full autonomy over its staffing model, including the selection, management, evaluation tools, work hours and assignment, job description, and duties at the school. The SIC and Bowden's Campus-based Leadership Team (CLT) was also given authority over the implementation of the school's core academic programming and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, parent engagement strategies, and summer school. Furthermore, SIC and Bowden CLT is empowered to opt out of District professional development (PD) mandates and select and design PD for its teachers based on its needs. Finally, the school will retain sole discretion of how it distributes and spends the funds within the school's budget in accordance with state and federal policies and guidelines. See attached Bowden Charter and SIC Management Agreement.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Two existing, successful Senate Bill 1882-based charter school models under SIC in SAISD (Gates and Lamar Elementary) and their strategies are being replicated at Bowden Academy. SIC's mission is to develop, empower, and support great school leaders to design and lead school models that result in more great Texas schools. Bowden Academy will serve PK-8th grade students. Its educational program will include the following core components: data-driven literacy and math instruction with an emphasis on college and career readiness standards and best-in-class PBL, AVID, and SEL strategies. Literacy instruction will be anchored under the Readers' and Writers' workshop model, ensuring quality time for independent reading, differentiated, small-group instruction and authentic reading and writing opportunities for students throughout the school day. In alignment with the Buck Institute, PBL units will include key knowledge, understanding, and success skills, challenging problems/questions, sustained inquiry and authenticity, student voice and reflection opportunities, the use of critique and revision protocols, and public products. Furthermore, the AVID framework will focus on building students' relational capacity, high expectations, and as collaboration, inquiry, and organizational. Finally, an ongoing focus on SEL development will strengthen students' emotional intelligence daily (i.e. perception, understanding, analysis, and management). See attached Gates' elementary student achievement data plus Lamar and Bowden Charter Applications.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The SAISD Office of Access and Enrollment Services will meet annually SIC and its school leadership team to review admissions criteria and establish the number of seats available for enrollment in each grade level. Bowden Academy will provide a free public education, equal educational opportunities, and ensure procedural safeguards and due process to enrolled students. In accordance with federal, state, local, and District enrollment regulations, Bowden Academy will: be designated as a Choice School with a priority zone; participate in the District's unified enrollment system; follow district policies and administrative procedures for the enrollment and withdrawal of all students; enroll students based on interest and through a lottery process for its open enrollment seats; and prohibit the discriminatory admission or expulsion of students. Bowden Academy will have a best-in-class bilingual program for English learners and implement an inclusion model for special education students in accordance with all applicable state and/or federal law.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

SAISD will hire a Texas certified or public accountant, holding a permit from the State Board of Public Accountability, to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. The scope of the audit will be limited since many of the examinations are already covered by the District's annual independent financial audit. The first audit will commence after completion of the 2020 fiscal year. Please refer to page 12 of the Management Agreement for additional information.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The SIC Schools' students will be listed on the District's student information system. SAISD will perform the same PEIMS functions, including all reporting to TEA, that it performs for all current District campuses, as part of its administrative fee. Bowden Academy (and its employees and staff with an educational need to know) shall be designated as an authorized agent of the LEA and the Schools for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information. The District shall be responsible for maintenance and custody of student records and shall grant SIC and the SIC Schools permission to use the student records in a manner that is consistent with Applicable Law including student privacy laws. SIC and the SIC Schools shall maintain the confidentiality of student records in accordance with FERPA and the District Policy. Please refer to pages 6 and 8 of the Management Agreement.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Annually the SAISD, in collaboration with SIC and Bowden Campus-based Leadership Team, will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. The District administration will prepare and submit federal grant application no later than June 30 and the SAISD Board of Trustees approved budgets will be made available to the campus in early July of each year. SAISD shall provide the usual funds from the State's Foundation School Program that all SAISD students receive plus additional SB 1882 funds through this partnership Agreement as well as retain an administrative support fee of 2.274% of the state revenue generated by SIC students for compliance services, the unified enrollment system platform, police and campus security services, and operation & maintenance of facilities. SIC/Bowden shall: utilize SAISD Financial Reporting policies and administrative procedures to ensure state, federal, & local compliance.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	76	42	42	56	34	56	51	45	45	46	0	0	0	0	493

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff	53	Total Parents	789	Total Families	372	Total Campuses	1
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2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	76	42	42	56	34	56	51	45	45	46	0	0	0	0	493

Total Staff	53	Total Parents	789	Total Families	372	Total Campuses	1
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3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	0	8	5	2	1	3	1	8	5	0	0	0	0	0	33

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff	0	Total Parents	0	Total Families	0	Total Campuses	1
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4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Douglass Academy	15-907-119
2.	San Antonio ISD	Herff Academy	15-907-132
3.	San Antonio ISD	Poe Middle School	15-907-054
4.	San Antonio ISD	De Zavala Elementary	15-907-121
5.	San Antonio ISD	Crockett Academy	15-907-118
6.	San Antonio ISD	Beacon Hill Academy	15-907-106

Not Applicable - No students will be served during the 2019–2020 school year. ☐

5. TEC, Subchapter C, Campus Charter Schools (check all that apply):

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$288,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$312,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$600,000

PAYROLL COSTS (6100)**BUDGET**

Extra Duty Pay (i.e. professional development, etc.)	\$86,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technology Updates (i.e. laying cable, hot spots, networking, etc.)	\$106,000
Professional Development (i.e. BIE PBL training, SEL training, teacher retreat, etc.)	\$166,000

SUPPLIES AND MATERIALS (6300)

Campus Resources (i.e. curriculum, literature, SEL, college paraphernalia, educational enrichment, etc.)	\$206,000

OTHER OPERATING COSTS (6400)

Travel (i.e. Conferences, Site Visits, etc.)	\$36,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$600,000